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ABSTRACT

Sacramento City College (SCC) created a transfer opportunity program to implement joint activities with four-year colleges and high schools, establish an academic skills program for potential minority transfers, improve telecommunications with local four-year institutions, expand its existing junior high school program. and continue its formalized articulation project with the Sacramento City Unified School District (SCUSD). The objectives of the program were to: (1) identify 100 "non-traditional" students with transfer potential; (2) assess the students' academic ability; (3) develop individual plans to define, implement, and refine the students' educational goals; (4) provide in-depth counseling, support, and information to facilitate the transfer process; and (5) evaluate the transfer success of these students as compared to a matched group that did not participate in the program. This project report describes the activities undertaken by SCC to achieve the project goals; looks at ways the project differed from the original proposal; and highlights additional activities, such as SCC's junior high school program through which students visit the campus. Appendices provide an evaluation instrument used to solicit reactions from program participants, evaluation findings, and a year-end report from the SCUSD/SCC Articulation Council. (EJV)

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ED260740

PUTTING IT ALL TOGETHER:
A MINORITY TRANSITION PROGRAM

Sacramento City College

Sacramento, California

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JC 850 278

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PUTTING IT ALL TOGETHER

A Minority Transition Program

Sacramento City College submitted its Transfer Opportunity Program proposal to the Ford Foundation with the intention of initiating, expanding, and improving the following activities:

1. Design and implement joint activities with four-year receiver colleges and feeder high schools
2. Establish a specific program for potential transfer minority students to strengthen their academic skills
3. Improve the telecommunications link between our two local four-year receiver institutions
4. Expand the Junior High School Program and continue the formalized articulation project with the Sacramento City Unified School District (K-12)

The grant from the Ford Foundation essentially gave Sacramento City College the "political clout" or leverage to solicit and receive much more assistance from the two local receiver colleges than had occured previously.

We feel that our institution has made such significant academic changes during the last ten years (see proposal) that our activities clearly qualify under the guideline from The Ford Foundation; i.e.,

> Preference will be given to proposals that show promise of outcomes that could be sustained in your college and in the collaborating institutions using local resources after the end of the grant period.

Some of our activities that are either currently institutionalized or will easily become an integral component of SCC's TOP are:

1. Continue the Junior High School Program
2. Continue and expand our assessment activities
3. Continue New Student Orientation
4. Continue and expand the formalized articulation project with the Sacramento City Unified School District

5. Continue eradicating the informational void regarding transfer opportunities and programs
6. Continue the process of designating one of our counselors as the Transfer Advisor
7. Continue requiring selected students to enroll in a College Success course which emphasizes identification and elimination of negative self images
8. Continue providing "non-traditional" visits to our local receiver colleges
9. Continue the advisory committee
10. Expand and continue the follow-up process

The following pages represent (briefly) our achievements to date which correspond to our proposed objectives.

I. OBJECTIVE

Identify, within two months of grant funding notification, 100 "non-traditional" students who have transfer potential.

ACTIVITIES

A. An advisory committee was set up including key staff from receiver colleges, local feeder schools, and Sacramento City College assessment, basic skills instruction, and student services departments. The advisory committee determined a screening procedure to identify students with transfer potential. This procedure identified six criteria for selection; a student must have at least three of the six selection criteria are:

1. Ethnic minority
2. 30 or more units completed by June 1983
3. A GPA of 2.0 or higher
4. English 57 completed with at least a B grade, or eligibility for English 1A (College Composition)
5. Financial Aid and/or Education Opportunity Program eligibility
6. Recommendation by a faculty member.

B. Approximately 1,500 student transcripts were reviewed and subjected to the six selection criteria.

C. Of the 1,500 students reviewed, 465 students were identified as having "transfer potential"; all were invited to attend a general orientation to the program, or to make individual appointments for information.

D. Of the 465 students identified, 161 of the students were recruited for 1983-84 Ford Foundation Program participation and transfer to the receiver colleges during the 1984-85 academic year.

E. Of the 465 eligible students, 286 were identified for "Phase II" (transfer from City college to the receiver colleges after the 1984-85 academic year).

II. OBJECTIVE

Assess each student's academic ability through administration and interpretation of diagnostic tests.

ACTIVITIES

A. The following diagnostic tests were administered to all participants:

1. The test of Academic Skills (T.A.S.K.)
2. The Cooperative Arithmetic A & B Test
3. The Strong-Campbell Interest Inventory
4. The Temperament and Values Inventory

B. Interpretation of the tests was provided to each student on an individual basis by one or more of the following Sacramento City College personnel:

1. Counselor/Coordinator of the Assessment Center
2. Counselor/Coordinator of the Ford Foundation Transfer Program at SCC
3. Career Center Technician/Student Personnel Assistant
4. Counselor/Instructors of the Human Development class

III. OBJECTIVE

Develop an individual plan with each student to define, implement, and refine educational goals.

III. ACTIVITIES

A. Each student met regularly with one of the professional counselors working specifically with Ford Foundation Program students.

B. An academic evaluation form was designed (see enclosures); an individual evaluation was completed for each student by SCC counselors.

C. Each student was required to complete a questionnaire identifying his/her general and specific educational goals, and areas of concern regarding transfer.

D. Key staff at the receiver universities evaluated each student's records for transfer preparedness. Cooperation in this activity enabled expeditious notification to the Sacramento City College counselors.

IV. OBJECTIVE

Provide in-depth counseling, support, and information to facilitate the transfer process.

ACTIVITIES

A. Students were enrolled in a special Human Development "College Success" course designed specifically for transfer students in the Ford Foundation Program. The course addressed the needs of non-traditional students. Maximum enrollment in each section was 20 students. Sections were team-taught by a counselor and a social sciences instructor. Guest lecturers from the receiver universities were used. Class topics and activities covered the following:

1. Building student self-confidence and self-esteem
2. Dealing with students' academic fears
3. Exploring student academic strengths and weaknesses
4. Building study skills
5. Developing listening and note-taking skills
6. Career Exploration
7. Attacking institutional barriers which interfere with matriculation and eventual academic success
8. Requirements and options at the receiver universities

IV. ACTIVITIES (Continued)

9. Library usage
10. Time budgeting

B. Students were taken to the receiver colleges on all-day field trips. We developed a "non-traditional" visit to the receiver colleges. The agenda included:

1. Presenting and communicating information in a different fashion
2. Introducing students to selected key staff (faculty, administrators, and students) that had greater sensitivity to the needs of non-traditional students
3. Informal interaction with staff dealing with immediate problems and concerns
4. Exposure to facilities, resources, and services.

C. Liaison with key staff at receiver colleges was maintained, especially with staff in Admissions, Academic Advising, Student Affirmative Action, and Educational Opportunity Program departments.

D. Student Peer Counselors from the Educational Opportunity Program and from the Student Affirmative Action departments at receiver schools visited Sacramento City College weekly to provide information to individual students.

E. Sacramento City College Educational Opportunity Program and Financial Aids Office staff met with Ford Foundation Program students on an individual "on-demand" basis.

V. OBJECTIVE

To evaluate the transfer success of the identified students as compared to a matched group of students who have not participated in the program.

ACTIVITIES

A. An evaluation schedule was designed (see enclosures).

B. A student evaluation form was designed and completed by all student participants. Satisfaction measures were taken on the services offered by the Ford Foundation Transfer Project. Results tabulated so far indicate a high degree of satisfaction with the following:

V. ACTIVITIES (Continued)

1. Information on receiver colleges
2. Information on transfer requirements
3. Information on majors and programs at receiver colleges
4. Information on admission and registration procedures
5. Assistance with application filing
6. Advising on transfer preparedness
7. Financial aid availability
8. Assistance with financial aid application
9. Development and clarification of educational goals
10. Guidance in selection of major or program of study
11. Career option exploration
12. Acquisition of college survival skills
13. Improved feelings of self-esteem
14. Counseling services provided
15. Assessment and diagnostic testing provided

Less satisfaction was indicated on:

1. Availability of tutoring
2. Assistance with housing arrangements
3. Assistance with math and science
4. Availability of courses on weekends

Essentially, the changes in our program from the original proposal are:

1. We did not hire a temporary Transfer Advisor, but selected one of our counselors to fulfill this role. Appointing an SCC counselor as the Transfer Advisor has proven to be one of the critical elements towards our success. Using his counseling expertise, familiarity with SCC faculty, awareness of internal procedures and regulations, previous high school liaison responsibilities, and his efforts as SCC's coordinator of our New Student Orientation program enabled him to quickly assume the crucial position of Transfer Advisor.

2. We requested and received permission to use the funds intended for the Transfer Advisor to hire clerical and student assistance.

3. Instead of offering one "College Success" section, we offered eight sections. Our tentative plans are to require all new students to enroll in at least one College Success course.

ADDITIONAL ACTIVITIES

Our Junior High School Program is entering the fourth year which has brought over 3,700 eighth grade students to SCC for a half-day visit. Instead of continuing to inherit the growing numbers of under-prepared students, we felt we could assist the public school sector by exposing students at an early age to career explorations, the science and math areas, and some of our occupational programs. Our sole intention was to hopefully get eighth graders to start thinking about their goals and, more importantly, what it takes to reach those goals instead of waiting until the 11th or 12th grade.

In 1982, the President of Sacramento City College and the Superintendent of the Sacramento City Unified School District developed the concept of a joint articulation council.

The purpose of this Joint Articulation Council is to develop a formal structure for an articulation partnership between Sacramento City College (SCC) and the Sacramento City Unified School District (SCUSD). This unique project addresses current problems related to the number of under-prepared students and the possible duplication of efforts in basic skills instruction and proficiency testing.

To achieve the project goal, four objectives have been established:

1. Curriculum integration and articulation of selected high school and college occupational programs
2. Development of a core assessment/placement model in conjunction with one of the SCUSD feeder high schools
3. Planning an articulation continuum for instructional programs and student services
4. Dissemination of information about these activities to appropriate personnel.

Project activities are designed to engage instructional, student services, and administrative personnel from both SCC and SCUSD in problem-solving workshops and joint research

studies leading to the development of improved curriculum, instructional materials, and assessment/placement norms.

The immediate outcome of the project has been the strengthening of the linkage between SCC and SCUSD. The ultimate goal, which was the creation of an articulation system that would serve as a model for other colleges and secondary schools in California, has been partially achieved. The model that was developed has been declared a state model by the California State Department of Education. The college has been invited at both the state and national level to present this model.

SUMMARY

During the workshop in Los Angeles, it was quite evident that one of Ford's goals in granting funds to the community colleges instead of the four-year sector was to see if the process generated more enthusiastic and substantive support from the receiver colleges. The speculative goal has indeed been a success; however, we found that the publicity surrounding SCC receiving a "Ford Foundation" grant has been as rewarding. Sacramento City College is very proud of its achievements and looks forward to future assistance from the Ford Foundation.

Sacramento City Unified School District and Sacramento City College

ARTICULATION COUNCIL
Year-End Report

August 1983

FOREWORD

SPECIFIC PROBLEM

Admission to college, once the privilege of a few, has now become an opportunity for most high school graduates. Yet inadequate preparation is depriving students of a fair chance to take advantage of this opportunity. Many college entrants do not have knowledge and skills needed for higher education. Others are severely limited in their choice of college or program. Inadequately prepared college students drop out in frustration or fail their courses.

Although students' lack of basic skills continues to be of great concern, only a few efforts have been made by colleges and universities to work in concert with junior and senior high schools to strengthen the education of these students. Yet, research shows that pilot projects focusing on team efforts (colleges and high schools) to identify students' basic skills deficiencies, early enough to permit them to upgrade their skills in high school, have been successful. For example, the Early Mathematics Testing Program, sponsored by Ohio State University in conjunction with 100 high schools in central Ohio, has not only increased the enrollment of seniors in high school mathematics courses, but has improved the placement scores of the high school students transferring to the University. (Maeroff, *Don't Blame the Kids*, 1982)

While college-high school team efforts are proving to be effective, they are far from being the norm. Certain obstacles must be overcome to make the college-high school connection possible, among them the lack of initiative on the part of post-secondary institutions and the lack of a structure to keep the connections formal and viable.

A HIGH SCHOOL—COLLEGE PARTNERSHIP: Preparing Students for College

Sacramento City College and the Sacramento City Unified School District have worked cooperatively for several years. The articulation activity, although informal, has been effective, particularly in the counseling services area. However, the ever-growing numbers of under-prepared students and the apparent duplication of efforts in basic skills instruction and proficiency testing, in face of shrinking budgets, have created a need to re-examine existing articulation activity.

In 1982, the President of Sacramento City College and the Superintendent of the Sacramento City Unified School District developed the concept of a joint articulation council.

The purpose of this Joint Articulation Council is to develop a formal structure for an articulation partnership between Sacramento City College (SCC) and the Sacramento City Unified School District (SCUSD). This unique project addresses current problems related to the number of under-prepared students and the possible duplication of efforts in basic skills instruction and proficiency testing.

To achieve the project goal, four objectives have been established:

1. curriculum integration and articulation of selected high school and college occupational programs;
2. development of a core assessment/placement model in conjunction with one of the SCUSD feeder high schools;
3. planning an articulation continuum for instructional programs and student services; and
4. dissemination of information about these activities to appropriate personnel.

Project activities are designed to engage instructional, student services, and administrative personnel from both SCC and SCUSD in problem-solving workshops and joint research studies leading to the development of improved curriculum, instructional materials, and assessment/placement norms.

The immediate outcome of the project has been the strengthening of the linkage between SCC and SCUSD. The ultimate goal is the creation of an articulation system that will serve as a model for other colleges and secondary schools in California.

Tom Giugni, Superintendent, SCUSD
Douglas W. Burris, President, SCC

FORD FOUNDATION TRANSFER PROJECT

To help us evaluate the Ford Foundation project, we want to contact you after you transfer to find out how you are doing at your transfer school. To assist us in the follow-up of the project, please provide the information below.

Name _____

Current Address _____
Street City Zip Code

Telephone ( ) _____

Permanent Address _____
Street City Zip Code

Telephone ( ) _____

If you already know the address where you will be living next fall, please specify: _____
Street

_____
City State Zip Code

Telephone ( ) _____

Thank you.

(Use Number 2 Pencil Only)

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1. LAST (FAMILY) NAME | **FIRST** | **M.I.**

2. SOCIAL SECURITY NUMBER

3. AGE

4. SEX
- Male
- Female

5. VETERAN?
- Yes
- No

6. ATTENDED COLLEGE BEFORE?
- Yes
- No

7. ETHNIC BACKGROUND (Optional)
- American Indian/Alaskan Native
- Asian or Pacific Islander
- Black/Not of Hispanic origin
- White/Not of Hispanic origin
- Hispanic
- Filipino
- Other

8. HOW MANY YEARS OF EDUCATION HAVE YOU HAD?
- 6 or less
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- More than 16

9. PLANNED MAJOR *(Use code sheet)*

10. H.S. LAST ATTENDED *(Use code sheet)*

11. WILL ATTEND
- Day
- Evening
- Both

12. HIGH SCHOOL EDUC.
- High school diploma
- G E D
- H S proficiency exam
- Cert of completion
- Foreign secondary dip
- Not a H S graduate
- Still in high school

13. COLLEGE UNITS PLANNED
- 1 - 3
- 4 - 6
- 7 - 11
- 12 - 16
- 17+

14. EMPLOYMENT HOURS PLANNED
- None
- 1 - 20 hrs /week
- 21 - 30 hrs /week
- 31 or more

15. AMOUNT OF EDUCATION PLANNED
- Classes only, No Cert or Degree
- Certificate
- Associate Degree Program
- Four year college degree
- Grad or profess study beyond 4 yrs

16. PLAN TO ATTEND
- American River College
- A R C /Placerville
- Cosumnes River College
- Sacramento City College
- Outreach

17. HIGHEST LEVEL MATH COMPLETED
- Basic math
- Algebra I (Beginning)
- Geometry
- Algebra II
- Trigonometry
- Calculus

18. HIGHEST LEVEL ENGLISH COMPLETED
- H.S learning skills
- H.S college prep
- College basic skills
- College level English

19. HOW LONG HAVE YOU BEEN OUT OF SCHOOL
- Recent grad
- 2 - 3 years
- 4 or more years

20. MOST IMPORTANT REASON FOR ATTENDING THIS SEMESTER
- Learn skills to get a new job
- Learn skills to advance in job
- Satisfy Gen Educ requirement
- Improve skills in Eng Reading Math
- Take courses for pers interest
- Contact by college rep
- Inexpensive
- Close to home
- Friends

21. WOULD LIKE HELP WITH: *(Mark all that apply)*
- Financing Educ
- Finding employment
- Day care information
- Physical disability
- Health problem
- Commuter info
- Choosing maj career
- Reading skills
- Study skills
- Writing skills
- Math skills
- Work exp credit
- Career planning
- Other

22. INTEREST IN CAMPUS ACTIVITIES *(Mark all that apply)*
- Student government
- Journalism
- Debate/Drama
- Athletics
- Music/Band
- Political organization
- Ethnic club
- Honor societies
- Other

NEED THIS DIRECTION

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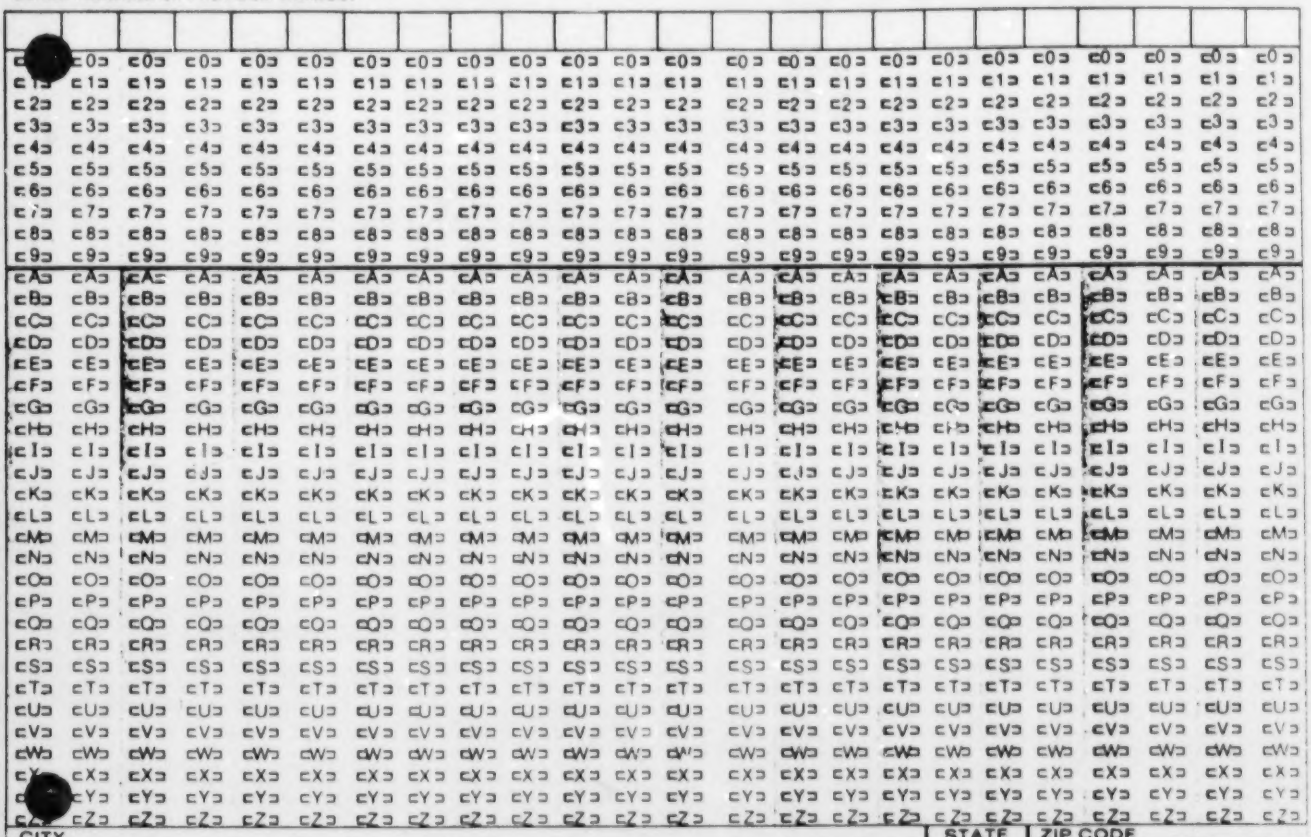
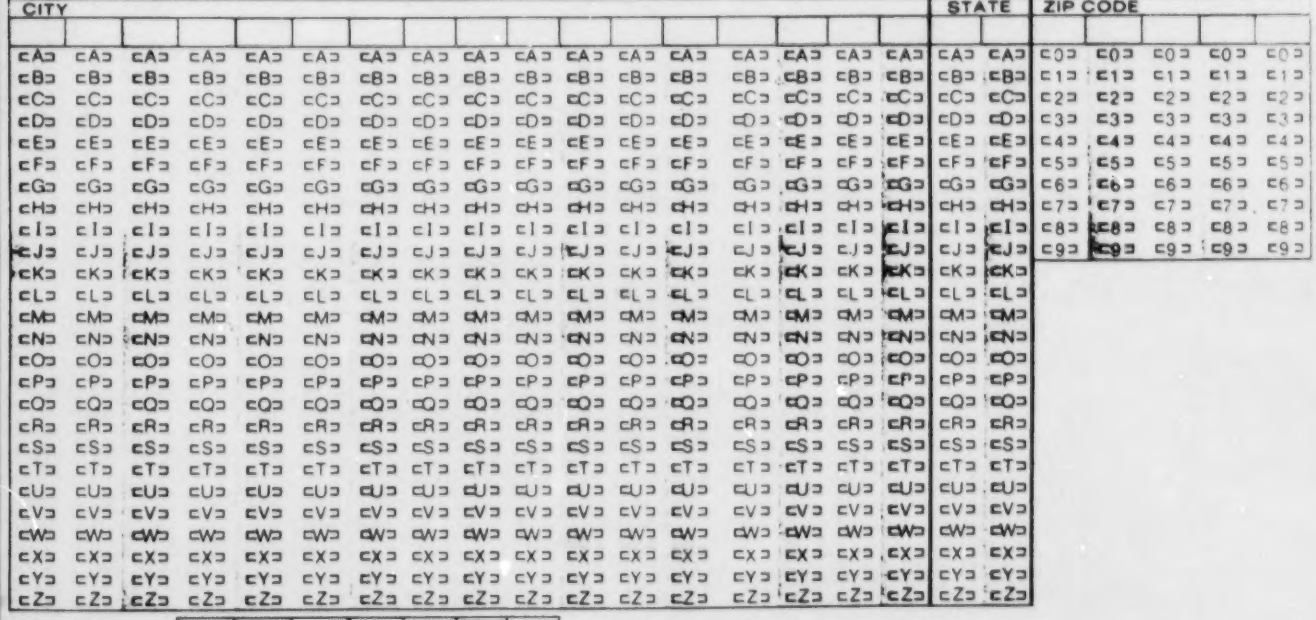
23. CURRENT MAILING ADDRESS *(Leave a space between each part of your address)*

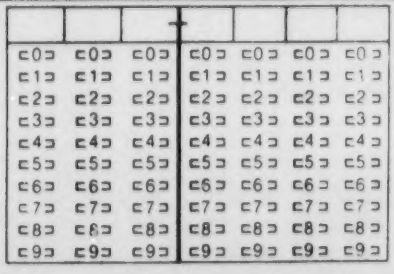
Street Address or P.O. Box Number



CITY | STATE | ZIP CODE



24. PHONE NUMBER



STUDENT SIGNATURE DATE

FORD FOUNDATION TRANSFER PROJECT

STUDENT SATISFACTION SURVEY

PART I: Current College Information

In order to organize the responses we receive, we need some background information. Please answer the following questions by checking the appropriate box.

1. How many units are you taking this semester?

☐ 1-5 ☐ 12-15

☐ 6-11 ☐ Over 15

2. How many units have you completed at SCC?

☐ 1-14 ☐ 30-44

☐ 15-29 ☐ 45 or more

3. What is your approximate grade average for all the units you have completed at SCC?

☐ A (4.0) ☐ C (2.0 to 2.9)

☐ B (3.0 to 3.9) ☐ D (1.0 to 1.9)

4. Do you plan to transfer to a four-year college or university?

☐ Yes ☐ No

5. If yes, where do you plan to transfer?

☐ University of California (UC)
Specify campus _____

☐ California State University (CSU)
Specify campus _____

☐ Private College or University
Specify campus _____

☐ Other
Explain _____

6. If no, please explain what plans you have after completing your community college education?

_____

_____

PART I (Continued):

7. Have you been notified of acceptance by the college or university where you plan to transfer after your community college education?

☐ Yes ☐ No

8. What is your major at SCC? _____

9. What is your planned major or field of study at the transfer college or university? _____

10. What is the highest degree you ultimately plan to complete?

☐ A Bachelor's Degree

☐ A Teaching Credential

☐ A Master's Degree (one or two years beyond a Bachelor's Degree)

☐ A Professional Degree (M.D., D.D.S., J.D.)

☐ A Doctorate (Ph.D., Ed.D.)

PART II: Satisfaction Measures

11. Please indicate your satisfaction with the following services offered by the Ford Foundation Transfer Project:

	Very Satisfied 5	4	Satisfied 3	2	Not Satisfied 1	Did Not Use
a. Information on colleges or universities in the area.	☐	☐	☐	☐	☐	☐
b. Information on transfer requirements.	☐	☐	☐	☐	☐	☐
c. Information on majors or programs at transfer institutions.	☐	☐	☐	☐	☐	☐

PART II (Continued):

	Very Satisfied 5	4	Satisfied 3	2	Not Satisfied 1	Did Not Use
d. Admission and registration procedures information.	☐	☐	☐	☐	☐	☐
e. Admission application filing assistance.	☐	☐	☐	☐	☐	☐
f. Advising to ensure transfer requirements are completed.	☐	☐	☐	☐	☐	☐
g. Financial aid availability at transfer institutions.	☐	☐	☐	☐	☐	☐
h. Assistance with completing financial aid application.	☐	☐	☐	☐	☐	☐
i. Assistance with housing arrangements.	☐	☐	☐	☐	☐	☐
j. Field trip to UC Davis.	☐	☐	☐	☐	☐	☐
k. Field trip to CSU Sacramento.	☐	☐	☐	☐	☐	☐
l. Development or clarification of your educational goals.	☐	☐	☐	☐	☐	☐
m. Guidance in the selection of major or program of study at your transfer college.	☐	☐	☐	☐	☐	☐

PART II (Continued)

	Very Satisfied 5	4	Satisfied 3	2	Not Satisfied 1	Did Not Use
n. Exploring career options and/or decisions.	☐	☐	☐	☐	☐	☐
o. Learning survival skills in college.	☐	☐	☐	☐	☐	☐
p. Improving your feelings about yourself and your ability to succeed in college.	☐	☐	☐	☐	☐	☐
q. Counseling services obtained during Ford Foundation Project.	☐	☐	☐	☐	☐	☐
r. Availability of tutoring during Ford Foundation Project.	☐	☐	☐	☐	☐	☐
s. Assessment or diagnostic testing of abilities and interests.	☐	☐	☐	☐	☐	☐

12. In the space provided below, please make any additional comments you wish on your experiences in the Ford Foundation Project.

See attached

PART III: Background Information

13. Sex: ☐ Female ☐ Male

14. Race:
☐ American Indian/Alaskan Native
☐ Asian/Pacific Islander/Filipino
☐ Black
☐ Caucasian
☐ Hispanic/Latino

15. Age:
☐ 18-20 ☐ 27-30
☐ 21-23 ☐ 31-40
☐ 24-26 ☐ 41 and older

16. Mark all sources of support you are using to finance your education at SCC:

☐ Savings ☐ G.I. Benefits
☐ Loans ☐ Full- or part-time work
☐ Support from parents ☐ Aid from spouse
☐ Employer support ☐ Grants
☐ Scholarships ☐ Other

17. If you are currently employed, about how many hours per week do you work?

☐ 1 to 10 ☐ 31 to 40
☐ 11 to 20 ☐ Over 40
☐ 21 to 30

18. About how much of the money you use for school and living expenses comes from someone else?

☐ None ☐ 40% - 59%
☐ 1% - 19% ☐ 60% - 79%
☐ 20% - 39% ☐ 80% - 100%

Thank you for your time and cooperation.

38 surveys turned in

FORD FOUNDATION TRANSFER PROJECT

STUDENT SATISFACTION SURVEY

PART I: Current College Information

In order to organize the responses we receive, we need some background information. Please answer the following questions by checking the appropriate box.

1. How many units are you taking this semester?

☐ 1-5 - 4 ☐ 12-15 17

☐ 6-11 ~~7~~ 8 ☐ Over 15 - 10

2. How many units have you completed at SCC?

☐ 1-14 - 2 ☐ 30-44 - 9

☐ 15-29 - 4 ☐ 45 or more ~~23~~ 24

3. What is your approximate grade average for all the units you have completed at SCC?

☐ A (4.0) - 1 ☐ C (2.0 to 2.9) - 20

☐ B (3.0 to 3.9) - ~~15~~ 16 ☐ D (1.0 to 1.9) - 1

4. Do you plan to transfer to a four-year college or university?

☐ Yes - ~~36~~ 37 ☐ No

5. If yes, where do you plan to transfer?

☐ University of California (UC) UC - 2 Davis - 8
Specify campus Berkeley - 1

☐ California State University (CSU) CSU - 6 San Jose - 1
Specify campus CSUS - ~~3~~ 2 Northridge - 1

☐ Private College or University
Specify campus Howard University - 1
National University - 1

☐ Other
Explain American International College - 1
Undecided - 1

6. If no, please explain what plans you have after completing your community college education?

PART I (Continued):

7. Have you been notified of acceptance by the college or university where you plan to transfer after your community college education?

☐ Yes - 12 ☐ No - ~~25~~ 26

8. What is your major at SCC? see attached - #1

9. What is your planned major or field of study at the transfer college or university? see attached

10. What is the highest degree you ultimately plan to complete?

☐ A Bachelor's Degree - ~~5~~ 6

☐ A Teaching Credential - 1

☐ A Master's Degree (one or two years beyond a Bachelor's Degree) - 21

☐ A Professional Degree (M.D., D.D.S., J.D.) - 3

☐ A Doctorate (Ph.D., Ed.D.) 8

PART II: Satisfaction Measures

11. Please indicate your satisfaction with the following services offered by the Ford Foundation Transfer Project:

	Very Satisfied 5	4	Satisfied 3	2	Not Satisfied 1	Did Not Use
a. Information on colleges or universities in the area.	20 ☐	9 ☐	~~5~~ 6 ☐	1 ☐	1 ☐	1 ☐
b. Information on transfer requirements.	21 ☐	~~8~~ 9 ☐	7 ☐	☐	1 ☐	☐
c. Information on majors or programs at transfer institutions.	14 ☐	11 ☐	~~7~~ 8 ☐	3 ☐	2 ☐	2 ☐

PART II (Continued):

	Very Satisfied 5	4	Satisfied 3	2	Not. Satisfied 1	Did Not Use
d. Admission and registration procedures information.	20	5	4	4	1	4
e. Admission application filing assistance.	17	6	6	2	1	6
f. Advising to ensure transfer requirements are completed.	17	10	6	1		4
g. Financial aid availability at transfer institutions.	19	7	1	2	2	7
h. Assistance with completing financial aid application.	11	3	3	1	2	17
i. Assistance with housing arrangements.	2	5	3	1	3	23
j. Field trip to UC Davis.	16		2			19
k. Field trip to CSU Sacramento.	16	1	4		1	15
l. Development or clarification of your educational goals.	13	9	7	1	3	4
m. Guidance in the selection of major or program of study at your transfer college.	13	7	1		3	13

PART II (Continued)

	Very Satisfied 5	4	Satisfied 3	2	Not Satisfied 1	Did Not Use
n. Exploring career options and/or decisions.	15	6	3	4	2	9
o. Learning survival skills in college.	13	7	5	5	1	6
p. Improving your feelings about yourself and your ability to succeed in college.	17	9	7	1		4
q. Counseling services obtained during Ford Foundation Project.	20	6	5	1		6
r. Availability of tutoring during Ford Foundation Project.	10	1	3	2	1	19
s. Assessment or diagnostic testing of abilities and interests.	21	1	5	1	2	8

12. In the space provided below, please make any additional comments you wish on your experiences in the Ford Foundation Project.

See attached

PART III: Background Information

13. Sex: ☐ Female - ~~22~~ 23 ☐ Male - 13

14. Race:
☐ American Indian/Alaskan Native - 2
☐ Asian/Pacific Islander/Filipino - 2
☐ Black - ~~21~~ 22
☐ Caucasian - 1
☐ Hispanic/Latino - 8

15. Age:
☐ 18-20 - 7 ☐ 27-30 4
☐ 21-23 - 9 ☐ 31-40 - ~~4~~ 5
☐ 24-26 - 5 ☐ 41 and older - 6

16. Mark all sources of support you are using to finance your education at SCC:

☐ Savings - ~~17~~ 18 ☐ G.I. Benefits 3
☐ Loans - 8 ☐ Full- or part-time work - 11
☐ Support from parents 8 ☐ Aid from spouse - 1
☐ Employer support - 2 ☐ Grants ~~15~~ 16
☐ Scholarships - ~~13~~ 14 ☐ Other - 6

17. If you are currently employed, about how many hours per week do you work?

☐ 1 to 10 - 5 ☐ 31 to 40 - 2
☐ 11 to 20 - 6 ☐ Over 40 - 1
☐ 21 to 30 - 3

18. About how much of the money you use for school and living expenses comes from someone else?

☐ None - 19 ☐ 40% - 59% - 2
☐ 1% - 19% - 3 ☐ 60% - 79%
☐ 20% - 39% - 3 ☐ 80% - 100% - ~~17~~ 18

Thank you for your time and cooperation.

8. Major at SCC:

Business - 8

Psychology - 4

Social Science - 4

Administration of Justice - 3

Biological Sciences - 3

Engineering - 3

Language & Literature - 2

Math - 2

Undecided - 2

Accounting - 1

Agricultural Economics - 1

Communications - 1

Computer Science - 1

Electronic Engineering - 1

Human Development - 1

LVN - 1

Nursing - 1

Science - 1

Teaching - 1

Attachment 2

Planned Major

- Psychology - 5
- Criminal Justice - 4
- Business - 3
- Business Administration - 2
- Accounting - 1
- Agricultural Economics - 1
- Behavioral Science - 1
- Biological Science - 1
- Communications - 1
- Computer Science - 1
- Economics/Business - 1
- Education - 1
- Electronic Engineering - 1
- Engineering - 1
- Engineering/Computer Science - 1
- Environmental Toxicology - 1
- Home Economics - 1
- Human Development - 1
- Math - 1
- Pre-law - 1
- RN - 1
- Spanish - 1
- Teaching (Credential) - 1
- Therapy - 1
- Undecided - 2

12. Comments

My experience was positive, especially during the field trip to U. C. Davis which really helped me to determine exactly what would be necessary to do once I made the decision to attend there. As a result of that one day-long seminar, I received notification of admittance and also a Pell Grant, which I applied for after the deadline. Ford Foundation helped me to make up my mind and to realize that what I wanted to do was possible. I was not happy with the lack of information for other universities. As a student with a high GPA, I would have liked hearing more about possibilities for an academically inclined person with limited financial resources. Many students would like to transfer to schools other that the ones in the immediate area.

I am simply thrilled about the program. I think it is much needed and is not being taken advantage of by enough students.

The instructors were excellent and willing to provide all the assistance necessary for our success (especially Kevin Ramirez, Barbara Davis, and, of course the great, kind, gentle, and considerate Al Ghoston)!

I really enjoyed the program. I think that Al Gohston, Jean Kovak, and Barry Tucker put a lot of effort into this. Also, Earnestine Barnes, Career Counselor, was great; she has inspired confidence in me and others.

The program needs to give more information about the requirements and financial aid programs they have at CSU, for example. I don't have any of this information, and I intend to transfer there next year.

More counseling should be given to students who are working to complete their lower-division at the community college level. This counseling would ensure that students meet all the requirements necessary for transferring into a particular major at a four-year college. Thus, students would be involved with the Ford Foundation for a longer period of time.

I'm glad I was selected to be in this project, because I wouldn't have been able to get this close to acceptance.

Although I was not your "typical student" for this program (I'm a white male,23), I learned more about myself from attending this class than I have ever learned in anyother class.

I feel that the program is a great idea, although it will take much more time for the full effects to be noticed. There will be some good results. It is very hard to take down all of the rascism that has been built up in our educational system, but with time and lots of effort, it will someday be accomplished.

12. Comments - Continued

The program really helped in deciding to and getting the courage to transfer over to State. It showed me that I could when I was under the impression that there was no way , as I'm a Native American grandmother with the 8th grade as my highest year prior to coming to City. We need information as to scholarships and special grants for those who are returning to school after a long absence.

I feel that the Ford Foundation Project will accomplish great attitudes toward the 4-year school program. I feel greatful to be a part of this program.

Even though I did not use most of the project's services, the one trip to CSU, Sacramento was extremely informative and important. The staff here at SCC and at CSU, Sacramento were more than willing to help me in the transition process.

When I first found out about this program, someone told me that it was only for people who were going to UCDavis or State (Sacramento). I then wrote the Sacramento Urban League to ask for more information and they informed me that it is not limited. Well now the program is almost over and I still need help. Where should I go from here?

After studying with the Ford Foundation Project, I am planning or rather am in the process of transferring to CSU. I hope to pursue and begin to conquer my goal. I must succeed; the art of learning is in my blood now.

I feel the Human Development class was not what I expected it to be. The class topic at all of the classes I attended was racism. I don't feel this class was of any value to me in its present form.

More information in the science field.

I wish (the class) supplied information on financial, housing, ROTC, and tutoring assistance. In addition, I would like to know more about intern and volunteer programs in regards to my professional goal, which is medicine.

FORD FOUNDATION PROJECT

EDUCATIONAL DEVELOPMENT PLAN

Name_____ Date_____

SS#_____ 4-year institution to which you plan to transfer

_____

Age_____

_____

Major_____

General education transfer requirements:

Number of units completed:

Specific courses needed: _____ _____

_____ _____

_____ _____

Lower Division requirements:

Number of units completed: _____

Specific courses needed: _____ _____

_____ _____

_____ _____

FORD FOUNDATION PROJECT

EDUCATIONAL DEVELOPMENT PLAN

Short term goals: _____

_____

_____

What do you need to do right now that would move you closer to attaining your short term goals? _____

_____

_____

Long term goals: _____

_____

_____

What do you need to do right now that would move you closer to attaining your long term goals.? _____

_____

_____

Special Concerns: _____

_____

_____

VGS:jg:5/84

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SCUSC/SCC ARTICULATION COUNCIL

BACKGROUND

The idea for a joint SCUSD/SCC Articulation Council evolved from discussions between President Burris (SCC) and Superintendent Giugni (SCUSD) during meetings focusing on issues of common interest, including articulation. During the summer of 1982, they agreed to invite a small group of administrative staff (those closely involved with curriculum and articulation) to a meeting to review current articulation efforts and to explore the feasibility of a joint articulation council.

MEETING #1 (SCC), September 22, 1982

Articulation Council Organization and Goals. At this first meeting, President Burris and Superintendent Giugni reviewed the current articulation activity between SCUSD/SCC and opened discussion on the establishment of a formal articulation council. All those present agreed that SCUSD/SCC articulation efforts should be formalized and that there was need for an active articulation council, which would meet initially on a monthly basis, to endorse, support and facilitate these efforts. Additionally, the charge of this newly organized Articulation Council should be to identify specific areas for articulation study and to set priorities.

Although three priority areas were identified: English/English as a Second Language (ESL), High Technology, and General Planning, the group determined that the area of English /ESL should be the first priority and a jointly sponsored/planned English workshop should be held in Fall 1982 with results and recommendations presented to the Council for review.

At mid-point in the meeting agenda, SCUSD members were hosted to a tour of Sacramento City College's programs and facilities.

MEETING #2 (SCUSD), October 27, 1982

English Workshop. Co-Chairs Dorothy Bray (SCC) and Linda Wark (SCUSD) reviewed the format and expected outcomes of the English/ESL workshop scheduled for November 9, 1982. Council members made recommendations as to participants and also discussed the workshop's purposes and Council members agreed upon: (1) the publication of a newsletter; (2) the development of a process and committee structure to insure a meeting continuum; and (3) the development of recommendations for consideration by the Council.

Counseling Services. Dick Beymer (SCC) and John Smoak (SCUSD) reported the results of a meeting on counseling services articulation activity where existing efforts and possibilities for the future were identified. Also, plans were made to share this information with appropriate staff, to obtain reactions and organize a representative sub-committee to work toward improved and strengthened articulation programs.

Occupational Technology/Vocational Education. The Council reviewed current articulation activity and agreed that emphasis should be placed on its improvement. A small joint steering committee was charged with the responsibility of identifying the college and high schools' occupational programs and of determining the articulation needs.

At the close of the meeting, SCC members were hosted to a tour of Peter Lassen's vocational programs and the SCUSD Newcomer Center.

MEETING #3 (SCC), December 1, 1982

Orientation. President Burris opened the meeting with a multi-media orientation tour of Sacramento City College and its programs. Thereafter, several of his administrative staff members made short presentations about the College, including the functions of the College, student profiles, counseling and placement services, vocational education and work experience programs, and assessment/placement in English classes.

English Workshop. Co-chairs Dorothy Bray and Linda Wark reported on the activities and outcomes of the joint English/ESL articulation workshop (November 9, 1982). Workshop participants had developed several action plans for the Council's consideration. These included: (1) the appointment of a Core Articulation Committee to develop a composition continuum, plan joint workshops, and share materials; (2) the development of a directory of faculty and staff including teaching schedules, telephone numbers, addresses, and areas of expertise; (3) the development of a newsletter to share information, research and opinions; (4) the design and development of a continuous assessment/placement system with information available to both SCUSD and SCC; (5) exchange of instructors (low cost); and (6) pursuit of a grant to finance moderate/high cost projects.

Council members reviewed the recommendations and accepted the workshop participants' suggestion to change the name of the Core Articulation Committee to English/Language Arts Articulation Committee. They also agreed that the main function of this Committee should be communication and that specific charges should include the development of a composition continuum, workshop planning, and a newsletter.

Assessment/Placement. There was consensus that assessment/placement should be the charge of a more representative committee. Adolphus McGee (SCUSD) and Nancy Renkiewicz (SCC) volunteered to draft a model for consideration at the next Council meeting.

Workshops. The Council endorsed the proposal for a joint mini-workshop on assessment/placement (Spring 1983). Members also heard the proposed plan for future SCUSD/SCC joint math and science articulation conferences.

MEETING #4 (SCUSD) January 12, 1983

Core Assessment Committee Model. A model for a Core Assessment Committee, including membership composition and possible tasks, was presented. Following discussion, there was consensus on the following: (1) that a Core Assessment Committee should be organized to consist of curriculum and counseling representatives from SCUSD and SCC; (2) that for purposes of expediency, the representatives from SCUSD would generally

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come from one school (McClatchy); (3) that the first meeting of the Core Assessment Committee would be held on February 16 at Joaquin Miller school; and (4) that a report of this committee's activity would be presented to the Council at the next scheduled meeting. Charles Nadler suggested that SCC submit a grant proposal to the Community College Chancellor's Fund for Improvement of Instruction to secure funding for the Core Assessment Model and related projects.

Counseling Services Articulation. Co-Chairs Beymer (SCC) and Smoak (SCUSD) reported the results of the December 9, 1982 joint Counseling Steering Committee meeting where it was agreed that current process and procedures be continued, but that articulation efforts be intensified. As a first step, small groups of counselors from SCUSD would be invited to SCC during Spring 1983. Specific interests and needs would be the focus of these visits.

Math/Science Articulation Conferences. Co-Chairs Paul Steed (SCC) and Wark (SCUSD) reviewed the program plans for the Math and Science Joint Articulation Conferences scheduled for March 1, 2, & 3, 1983, at SCC. The program format was designed to provide for large and small group sessions to: identify commonalities/differences; discuss course/graduation competencies; share problems and solutions; and develop recommendations for future action plans.

Occupational/Vocational Education Articulation. Co-Chairs Norval Wellsfry (SCC) and Charles Miura (SCUSD) reported that two meetings of the Steering Committee had been held. The first focused on identification of vocational courses and programs held in common and on the development of an agenda for proposed sub-committees. In the second meeting, a three year plan, to begin Spring 1983, was developed for articulation of all vocational programs.

Tours. The meeting concluded with a tour of the McClaskey Adult Handicapped Center.

MEETING #5 (SCC) March 9, 1983

Core Assessment Committee Activity. Co-Chair Nadler reported that SCUSD/SCC representatives had met to explore the possibility of a computer linkage to share assessment data. Three specific recommendations that could be a beginning for a pilot articulation model were developed: (1) that a voluntary assessment of 11th grade students be conducted by SCC's Assessment Center; (2) that a few testing dates be scheduled through the SCUSD Career Center to accommodate students who could not make the SCC testing schedule; and (3) that the proficiency profiles from the SCUSD testing program be retained in the cumulative folders that are sent to SCC counselors on request. Co-Chair Frank Delavan announced that John F. Kennedy High School had been selected to participate in the pilot core assessment project and suggested that this project begin in Fall 1983.

The Council endorsed Superintendent Giugni's recommendation that the Core Assessment Committee model be redesigned to show the concept of subject area work groups and the Core Assessment Committee as reporting to the Articulation Council.

Science Workshop. Co-Chair Steed (SCC) summarized the agenda of activities, the list of faculty participants, the process used and the recommendations which resulted from the March 1, 1983, Science Workshop. Following discussion, the Council approved recommendation 1—the establishment of a standing Science Articulation Committee—so that there would be a definite body to which communications could be directed.

Math Workshop. Co-Chair Bud Cronenwett (SCUSD) summarized the activities, the list of faculty participants, the process used and the recommendations which were developed in the Math Workshop on March 2, 1983. The Council approved recommendation 1—the establishment of a standing Math Articulation Committee. This action provided a definite body to which recommendations could be referred and also provided for horizontal communication in the high schools.

Computer Workshop. Co-Chair Wark described the workshop format, the participants and the recommendations which emerged from the Computer Workshop on March 3, 1983. Following discussion, the Council recommended that articulation should take place among the occupational and science/math/computer committees in the area of content.

Counseling Articulation Activity. Co-Chairs Beymer and Smoak reported that plans were being finalized for the visitations by SCUSD high school counselors to SCC. No more than one half of a particular high school counseling staff would be invited at any one time. Principals had been advised of the visits and the participants and had been requested to poll counselors as to topics of interest.

Occupational Technology Articulation Activity. Co-Chairs Miura and Wellsfry reported that they had met with all high school principals for approval of programs to be articulated and of participants. They presented a listing of programs to be evaluated, participants, and dates for completion of formal articulation agreements between SCUSD and SCC. Their request for endorsement of an all day workshop in late March at SCC was approved by the Council.

English/ESL Articulation Activity. Co-Chairs Wark and Bray reported that a sub-committee meeting was scheduled for March 9, 1983, at Sacramento High School.

Information. The Council heard a report on the SCC student profile on day/evening enrollments—Fall 1981 and Fall 1982. The profile showed that 4,680 students had attended a SCUSD high school. Also, a grant proposal entitled "A High School-College Articulation Partnership: Preparing Students for College" had been submitted by SCC to the Chancellor's Fund for Improvement of Instruction.

MEETING #6 (SCUSD) April 6, 1983

Math/Science Articulation Activity. Members received a report on the reactions of an SCUSD Committee to the recommendations developed in the science and math workshops. Although some of the recommendations could not be considered because of budget, there was agreement on a standing articulation committee—primarily faculty—for both the science and math areas. Immediate tasks for both committees would be to exchange course outlines, teaching materials, and faculty rosters. Additionally, an immediate task of the math committee would be to review the SCUSD math curriculum for the non-college student and to improve intra/interschool communication at SCUSD. Long range tasks for both the math and science committees would be to establish joint processes for dealing with larger issues in the areas of curriculum, student performance and motivation, and basic skills.

On recommendation of President Burris, the Council approved the tasks that were recommended by the workshop participants and endorsed by the SCUSD Committee. The Council also agreed that an ad-hoc computer science committee be organized to study the problem of the lack of clearly defined levels of courses identifying those that are part of the computer science major, those that are adjunct courses for business and technology, and those that are basic education courses in data processing.

English/ESL Articulation Activity. Co-Chairs Wark and Bray presented the schedule of activities and timelines that had been developed by the English/ESL Committee. Considerable discussion followed focusing primarily on the Committee's proposal to administer the TASK and Michigan tests to a few classes at McClatchy High School. On assurance that the Council was not being asked to endorse the development of an assessment process, the Council endorsed this activity with the stipulation that the results would be presented to the Council at a subsequent meeting.

Core Assessment Articulation Activity. Co-Chairs Nadler and McGee presented a status report on the activity of the Core Assessment Committee. SCC representatives had met with SCUSD representatives to discuss the proposed joint Core Assessment

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Project to be piloted at John F. Kennedy High School in Fall 1983. The concept of the project was accepted favorably and the Council agreed that the following activities could be initiated in Spring 1983: (1) to make an assessment option available to interested 11th graders; and (2) to acquaint Kennedy counselors with the TASK test and the interpretation of the results.

MEETING #7 (SCC) May 18, 1983

Basic Skills. President Burris introduced SCC instructors Barbara Davis and Linda Luvaas who addressed the topic *It's Not My Job*. Their sound/slide presentation focused on the need for intergrating basic skills and content instruction. They used SGC's Project HELP (Higher Education Learning Package) to illustrate one effective approach to their integration.

English/ESL Committee Activity. Co-Chairs Bray and Wark reported that a directory of SCUSD/SCC English and ESL faculty would be available in the near future. Also, the pilot assessment project at McClatchy High School (4 classes) had been completed and had proven to be a positive sharing experience. The results would be shared with the English faculty and the students on the afternoon of May 18, 1983. A written report—results, effect on students, problems, etc.—would be presented to the Articulation Council at the June meeting.

Math/Science/Computer Committee Activity. Co-Chair Wark reported that math and science committees had been organized, that charges had been assigned and that initial meetings had been held. A computer committee would be organized in the near future.

An outgrowth of this joint articulation effort was the opening of the Science/Math Academy at Luther Burbank High School. SCC representatives participated on the SCUSD planning committee and also shared resources.

Occupational Technology Workshop. The Co-Chairs viewed the highlights of the Occupational Education Articulation Workshop held at SCC on April 13, 1983. The participants, working as five sub-groups, not only shared problems, but also developed articulation agreements. Workshop participants submitted these agreements to the Articulation Council with the following recommendations: (1) that the Council should adopt the agreements; (2) that Superintendent Giugni and President Burris should sign the agreements as an indication of acceptance; and (3) that the Council should insure the smooth implementation of the agreements by sponsoring a Spring 1984 workshop and by appointing a sub-committee to monitor progress and make recommendations.

The Council agreed on the need for articulation in the vocational areas noting that concurrent enrollment would benefit students and save resources as well. President Burris recommended funding proposals be written and submitted to JTPA (Job Training Partnership Act). Superintendent Giugni and President Burris asked Charles Miura, Fran Rosen and Norval Wellsfry to meet prior to the next Council meeting to identify possible areas for funding. Superintendent Giugni also recommended the organization of a JTPA Committee. The Council then accepted the agreements developed in the Occupational Education Workshop and endorsed the participants' recommendations.

Counseling. Co-Chair Beymer reported that the series of small group meetings between SCUSD and SCC counselors had been implemented and had been received favorably as judged by evaluation results.

Core Assessment. Dorka Bohr (SCC) explained that the pilot assessment activities (Spring 1983) at J. F. Kennedy High School had been proceeding as planned. SCC representatives on the Core Assessment Committee suggested that a fall meeting with J. F. Kennedy representatives would be appropriate to formalize the assessment process for 1983-84 and to develop a process for counseling students for coursework. On the recommendation of Superintendent Giugni, the Council endorsed this fall meeting.

CACC Conference. The Council considered a suggestion that a joint presentation on its activities be made at the annual fall conference of the California Association of Community Colleges (CACC) to be held in Sacramento. Co-Chairs Giugni and Burris asked Dorothy Bray and Linda Wark to prepare an outline of a possible program structure.

MEETING #8 (SCUSD) June 15, 1983

English/ESL Articulation Activity. Muray Haase (SCC) presented the TASK test results of the 106 eleventh grade students who participated in the pilot testing program at C. K. McClatchy High School. Some significant findings were: 78.6% planned to take occupationally oriented courses; 43.8% spoke a language other than English at home; 78.4% of the college preparatory English students scored in the top reading group and of these 42.9% placed in English 1A; 17% of the students in the Learning Skills sections also qualified for English 1A.

The satisfaction of high school principals with this pilot program was noted, and President Burris affirmed his interest in extending the model to other SCUSD high schools. It was suggested that SCUSD explore getting a waiver from the State Department of Education to substitute TASK for the California Assessment Program (CAP). Superintendent Giugni recommended the establishment of a joint committee to consider the next step in this area.

Luther Burbank Academy. Charles Jones and Charles Miura (SCUSD) described the genesis, enrollment, goals and curriculum of the Academy of Math, Science and Engineering to begin Fall 1983 at Luther Burbank High School. Special note was made of the cooperative effort of the Luther Burbank and Sacramento City College staffs in developing the integrated curriculum.

CACC Conference. Dorothy Bray and Linda Wark presented an outline for the proposed joint presentation at the November 19, 1983 conference of the California Association of Community Colleges. The two-hour program would focus on SCC/SCUSD articulation efforts—administration of articulation; vocational education/JTPA; assessment/counseling; English, math and science articulation activities. Comments on the format and agenda were favorable. The Council agreed that a six member planning committee be organized, with Linda Wark and Dorothy Bray as co-chairs.

JTPA Funding Request. Norval Wellsfry presented a proposed action plan for training and services to be submitted by SCUSD and Los Rios to the Private Industry Council under the provisions of the Job Training Partnership Act. The emphasis would be on training—unemployed or low-income adults and youth—with some funds for support services. The Council supported the plan.

SUMMARY

The SCUSD/SCC Articulation Council had a very active year since its organization on September 22, 1982. Co-chaired by Superintendent Giugni (SCUSD) and President Burris (SCC) the Council met eight times on a regularly scheduled basis at SCC and various SCUSD sites.

Major accomplishments were: (1) the formalization of SCUSD/SCC articulation efforts; (2) the identification of priority areas for articulation study; (3) the development of joint committees in the areas of English/ESL, science/math/computers, counseling services, occupational education, and assessment; (4) the direction and support for jointly planned workshops; and (5) the endorsement of several recommendations and agreements developed in these workshops. Linkage and communication between SCC and SCUSD was strengthened in the various meetings and problem solving workshops which engaged instructional, student services and administrative personnel. One noteworthy "spin-off" was the cooperative effort of the Luther Burbank and Sacramento City College staff in developing the integrated curriculum for the Luther Burbank Academy of Math, Science and Engineering.

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